

# Teacher Guide: Analyzing Primary Sources

Guide students as they respond to the primary source. Make sure they go back and forth between the columns; there is no correct order.

<b><i>Observe</i></b> Have students identify and note details.	<b><i>Reflect</i></b> Encourage students to speculate about the primary source.	<b><i>Question</i></b> Have students create questions that lead to more observations and reflections.
<p align="center"><b>Sample Questions</b> to guide student analysis</p> <div> <div> <p>What do you notice first? • Find something small but interesting. • What do you notice that you didn't expect? • What do you notice that you can't explain? • What do you notice now that you didn't earlier?</p> </div> <div> <p>What do you think this is? • Where do you think this came from? • Why do you think somebody made this? • What do you think was happening when this was made? • Who do you think was the audience for this item? • What tool was used to create this? • Why do you think this item is important? • If someone made this today, what would be different? • What can you learn from examining this? <b>What makes you think that?</b></p> </div> <div> <p>What do you wonder about this... Who...? Why...? What...? Where...? When...? How...?</p> </div> </div>		
<p><b><i>Further investigation</i></b> Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.</p>		
<p>What more do you want to know, and how can you find out?</p>		

## A few follow-up activity ideas

- Beginners: Have students write a brief description of the primary source in their own words.
- More experienced: Ask students to consider how this primary source supports or challenges information and understanding on a particular topic.
- Very experienced: Have students expand or alter textbook explanations of history based on primary sources they study.